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ABSTRACT

The Educational Research Training Center has trained 54 professional educators in a period of 5 years. It employed a consortium of four universities and 20 public and parochial school districts to accomplish research needed by the member institutions and to train research personnel for the member school districts and universities. Trainees, representing both masters and doctoral degree students, conducted research in a 13 county area of Ohio. Although there were some management problems, the trainees achieved the program objectives; the school system benefited from the research and trained personnel; and the universities developed professional staffs in educational research and created new cooperative relationships among the participating universities, and among the universities and public and parochial school systems. The report includes details of the original and revised program objectives, the program procedures, core courses and faculty changes at the four participating universities, trainees, practicum training arrangements, the academic calendar, and an evaluation of the program. (MBM)

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FINAL REPORT

Project No. 6-2393
Grant No. OEG 0-70-4386 (520)

Educational Research Training Center
Sponsored by
Southwestern Ohio Educational Research Council, Inc.
1212 Oxford State Road
Middletown, Ohio 45042

William D. Staats, Ph.D.
Project Director

September 1971

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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A. Program Objectives 1969-70

The Southwestern Ohio Educational Research Council and the Universities of Cincinnati, Dayton, Miami, and Xavier wish to explore the means of fostering the following behavioral patterns:

1) One which is open to the attitude that there is a multinimiety of explanations (perhaps many being "equally valid") for the various facets of the educational enterprise;

2) One which inclines one to argue that an "ought" can rarely be derived from an "is";

3) One which stresses inquiry focused upon the relevance of the "sacred cows" of "sequence" and "scope" in the course of studies;

4) One which is open to the proposition that "wants" rather than "needs" might merit research attention. In short, the search for congruence between developmental stages and the appearance of learning stimuli may be anchored in a focus upon "wants" rather than "needs" which are, for the most part, already well satisfied because they are so basic; and

5) One which manifests empathy, unconditional positive regard, congruence, and acceptance in individual and group situations.

B. Revised Program Objectives 1970-71

1) Given a core of course work in educational research as outlined in section D, 1. of this report, the graduate student trainee will know basic research methodology, which he can apply in the field research setting of the public and parochial schools that participate in the Southwestern Ohio Educational Research Council, Inc. Knowledge of basic research methodology will be demonstrated by his successful completion of course work at the universities.

2) Given an actual research and evaluation problem in the field setting, the graduate student will use the theories and principles of research and modify or adapt these theories and principles to accomodate practical field problems as demonstrated by his successful completion of a field research project.

B. Revised Program Objectives 1970-71 (continued)

3) Given a novel field research problem, the graduate student will be required to apply research strategies in new, creative ways and develop new designs and plans not clearly perceived by him before he engaged in a field experience as demonstrated by his research design for the field project and revealed via student conferences with the Project Director.

4) After completing the educational research training program, the graduate student will learn to accept and value educational research as demonstrated by his acceptance of the values underlying research and his commitment to educational research. This will be measured quantitatively by the percentage of candidates accepting active roles in educational research and continuing advanced degree work in educational research.

C. Program Procedures

1. To select capable personnel without regard to their academic discipline who have displayed exceptional promise in filling educational leadership roles, especially in educational research.

2. To structure a formal academic program which extends beyond a competency in basic research skills to an interdisciplinary approach to problem solving. On the basis of individual career interests, the trainee is guided into the appropriate program at one of the four participating universities. Consequently, all trainees do not become employed the year following the completion of the educational research practicum experience. Some return to the universities for advanced training.

3. To recruit and select new trainees through a broad dissemination of past trainee successes and opportunities for employment.

4. To plan cooperatively with the four participating universities utilizing their unique competencies and facilities through a recognized and supported advisory group whose function shall be to facilitate the implementation of new courses, revision of existing course content, and/or possible shifting of personnel assignments--all with a minimum of overlap of effort.

5. To assist in the promotion and placement of trainees in research assignments upon their completion of the training program.

C. Program Procedures (continued)

6. To generate an extended capacity to offer an interdisciplinary researcher training program at both the masters and the doctoral levels.

D. Core Courses and Faculty Changes at the Four Participating Universities

1. Courses

University of Cincinnati			Quarter Hours
Statistics	240-641	Intro. to Stat. Mthds.	3
	240-742	Intermed. " "	3
Evaluation	240-671	Evaluation & Measmnt.	3
	240-881	Adv. " " "	3
Research Methods	240-772	Rsrch. Mthds. & Techn.	3
	240-775	Research Design	3
Uses of Computers	240-882	ADP in Education	3
	240-883	Programming COBAL	3
		or	
	240-971	Indiv. Studies in Rsrch. Techniques	6
Curriculum	217-774	Princ. of Curric. Org. and Develop.	3
Psychology	055-847	Theories of Learning Applied to Education	3
		or	
	055-784	Adolescent Psych.	3
Social Found.	207-743	School & Soc. Order	3
		or	
	207-744	School & Soc. Order	3
Internship & Seminar	240-821	Educ. Research	3
	240-822	Internship and	6
	240-823	Seminar (SWOERC)	9
Terminal Seminar	240-773	M. Ed. Term. Sem.	3
Advanced Statistics			3
Advanced Research Design			3
Theory of Measurement			3

D. Core Courses and Faculty Changes at the Four Participating Universities (continued)

1. Courses (cont'd)

University of Dayton		Trimester Hours
EDC 533	Psychometrics	2
EDF 501	Advanced Psychology of Learning	3
EDF 593	Interpretation of Statistics	3
EDA 513-514	School Evaluation	2
EDF 590	Educational Research Design	3
ISC 553	Information Presentation	3
EDF 596	Internship in Educational Research	6
EDF 597	Internship in Educational Research	6
EDF 592	Graduate Seminar	3
EDF 502	Comparative Philosophies of Education	3
EDF 592	Graduate Seminar (Interdisciplinary exploration into methodologies)	
ISC 553	Information Presentation	

(Note: EDF 592 and ISC (information science 553) 553 may be interchanged.)

Miami University		Quarter Hours
EDA 682	Research & Educational Law	3
EDA 680R	Research Design	3
EDA 680F	Research Design	3
EDA 510S	School Surveys	3
EDP 630	Computer Technology	
EDP 520	Research Projects	3
EDP 551	Educational Research	3
EDG 567	Statistics	3
SOC 500	Seminar and Sociology	3
EGD 568	Advanced Statistics	3
EDC 690	Curriculum Research	3
EDA 510	School Survey Practicum	3
EDA 700	Research Thesis	

Xavier University		Semester Hours
ED 211	Educational Research	3
ED 507	Statistical Techniques	3
ED 511	Advanced Statistics	3
ED 681	Data Processing and Computer Techniques	3
ED 685-686	Internship in School Research	12
ED 201	Philosophy of Education	3
ED 503	Educational Psychology	3
ED 505	Educational Administration	3
MT 235	Topics for Teachers: Computers and Computer Language	3

D. Core Courses and Faculty Changes at the Four Participating Universities (continued)

2. Faculty Changes

University of Cincinnati

Dr. I. Leon Smith replaced Dr. Fred Zumsteg. Dr. Smith is an addition to the Department of Research at the Doctoral Level with approximately 60% of his time assigned to that responsibility.

University of Dayton

No change since previous report.

Miami University

Dr. John Shreve, former Associate Superintendent, Cincinnati Public Schools became a member of the staff in Educational Administration. Having a strong interest in educational research, Dr. Shreve worked diligently to form the Southwestern Ohio Educational Research Council and has served as an officer and member of the Board of Directors since 1965.

Xavier University

No new staff assignments.

Current faculty assignments

Staff members who carry major responsibilities at each of the four participating universities have not changed since the previous report.

E. Trainees

1. Selection

a. During the first three years of the training grant, (1966-69), trainees were selected on the basis of their being in the field of education, i.e., only those persons already prepared in education were considered.

It was considered appropriate that the trainee should have full familiarity with the educational setting, including such concepts as the role of teaching, the role of administration, the central premises of instruction, and the knowledge of the behavior of children, their growth patterns, etc.

E. Trainees (continued)

Changes in selection process

During the final two years (69-70; 70-71) trainee selection criteria include: The trainee

1. Demonstrates a sincere desire to make research a career vocation.

2. Demonstrates both an above average competency in major field of study and an integration of knowledge.

3. Demonstrates through past experience and recommendations of those working with him the ability and willingness to be inventive, to assert himself, and to pursue ideas toward valid ends utilizing available resources.

4. Demonstrates the ability to exercise basic principles of human relations and group dynamics.

5. Identifies as either a terminal Master's candidate or a Doctoral candidate.

6. Has completed any of the following: a) Bachelor of Arts Degree; b) Bachelor of Science Degree; c) a Master's Degree--either of which may be in any discipline. However, further effort was made to secure trainees representing as many disciplines and as many training levels as possible and appropriate for training capacity of participating universities.

2. Enrollment

a. Total persons enrolled in training program

SOURCE OF TRAINEE SUPPORT	1968-69	1969-70	1970-71
a) OE	12	11+1*	6+1*
b) University	9	13	15
c) Self-Supporting	23	30	35

*2nd year Student

b. All Office of Education supported trainees and Title of Research Projects (FY66-FY70) follows:

b. SWOERC TRAINEES AND PROJECTS SPONSORED BY TITLE IV ESEA

Training Year	Name	University	Title of Research Project
1966-67	1. Donald V. Harness	Cincinnati	Implications of the Master Plan for School District Organization in the School Districts of Southwestern Ohio
	2. Mrs. Lorraine Kapell	Cincinnati	Team Teaching in the Middle School
	3. Albert H. Rouse, Jr.	Cincinnati	Implications of Extra Curricular Activities and Special Programs on the Total Educational Program in the Washburn Elementary School in Cincinnati
	4. Bernard Barbadora	Dayton	Evaluation of Twenty Non-Graded Schools in U.S.
	5. John J. Bowers	Dayton	A Study of Professional Negotiation Procedures in Selected School Systems-Proposed Guidelines for School Districts in Southwestern Ohio
	6. Mrs. Virginia G. Farrell	Dayton	Flexible Scheduling for the Middle Schools of Washington Township, Montgomery County, Ohio
	7. William A. Clauss, Jr.	Miami	Vocational Education in Ohio with Specific Application to Hamilton County
	8. Thomas Clay	Miami	Implications of the Master Plan for School District Organization in the School Districts of Southwestern Ohio
	9. James J. McCullen	Miami	Resigned January 18, 1967. Did not complete a study.
	10. Mrs. Rose Daitsman	Xavier	A Study of Extended School Programs in Selected School Systems

b. SWOERC TRAINEES AND PROJECTS SPONSORED BY TITLE IV ESEA (continued)

Training Year		Name	University	Title of Research Project
1966-67 (cont'd)	11.	Michael E. Maloney	Xavier	An Evaluation of Educational Resource Centers in the Cincinnati Public Schools and their Effect upon Pupils' Ability to Use Library Materials
	12.	Richard L. Miller	Xavier	The Use of Data Processing in Pupil Transportation
1967-68	13.	Mrs. Francene Brower	Cincinnati	Television Used As An Instructional Technique
	14.	Mr. Robert G. Schult	Cincinnati	A Study of the Relationship Between Transiency and School Achievement in Cincinnati ESEA Target Schools
	15.	Mr. Rodger D. Stephens	Cincinnati	The Effect of High School Administration Leadership Style and Behavior on the Staff and Student Body
	16.	Mr. John A. Marrah	Dayton	An Educational Research Practicum for Observation of Student Teachers Utilizing Video Tape Recording and Interaction Analysis in Three Elementary Schools
	17.	Mr. Nelson L. Noggle	Dayton	A Selective Study of Certified School Personnel in the Montgomery County Local Schools for 1967-68
	18.	Mr. Dennis E. Ryan	Dayton	A Study of Teacher Absenteeism in the Dayton City Schools
	19.	Mr. Blair Irvin	Miami	Classroom Control Through Branched Problem Simulation
	20.	Mr. George Jacobs	Miami	Analysis of Socio-Economic Factor and their Contribution to an Achievement Index in the Cincinnati Public Schools

b. SWOERC TRAINEES AND PROJECTS SPONSORED BY TITLE IV ESEA (continued)

Training Year		Name	University	Title of Research Project
1967-68 (cont'd)	21.	Mr. Herman Torge	Miami	The Year-Round School
	22.	Miss Mary Lou Hamant	Xavier	An Investigation of the Effects of Independent Study on the Library Skills, Study Habits and Attitudes, and Abstract Reasoning Ability of Students at the Sycamore Junior High School, Cincinnati, Ohio
	23.	Sister Bernadette Morrison	Xavier	Balancing the High School Curriculum
	24.	Mr. Edward L. Vockell	Xavier	A Study of the Attitudes Toward Negroes of Students in the Upper Elementary Grades in the Catholic Grade Schools of Hamilton County
1968-69	25.	Mrs. Irene J. Fricke	Cincinnati	Relationships between Student Personality Traits and Achievement by Laboratory Type
	26.	Mr. Michael C. Oechsler	Cincinnati	Resigned. Did not complete a Study
	27.	Mrs. Jean K. Rostron	Cincinnati	Effects on Selected Student Attitudes of Introducing Nongraded Team Teaching at Primary Levels
	28.	Miss Maryann M. Bresnan	Dayton	A Comparative Study of the Methods of Teaching Co-ordinate Geometry
	29.	Miss Maureen Breda Murphy	Dayton	A Comparative Study of Two Different Methods of Teaching Algebra I at Centerville High School and the Effects these Methods Have on Achievement and Attitude
	30.	Mr. Donald H. Myers	Dayton	Relationship Between Perceived Meaninglessness and School Achievement
	31.	Mr. Roger L. Coy	Miami	A Study of Lay Participation in the Public Schools

b. SWOERC TRAINEES AND PROJECTS SPONSORED BY TITLE IV ESEA (cont'd)

Training Year		Name	University	Title of Research Project
1968-69 (cont'd)	32.	Mr. Bernard E. Qubeck	Miami	Demographic Survey School-Community Questionnaire-Sentiments Inventory (Educational Component-Dayton Model Cities)
	33.	Mr. Richard C. Strickland	Miami	Some Implications for the Dayton Model Cities Program
	34.	Miss Elizabeth Lee Elsey	Xavier	The Child Care Program: An Inner City Program for Ninth Grade Girls Considered to be Terminal Students
	35.	Mr. Thomas W. Hoobler	Xavier	Resigned from the program, May 16, 1969.
	36.	Mrs. Atarah W. Jablonsky	Xavier	An Experiment in Teaching Method, Using the Electronic Piano Laboratory for Beginning Keyboard Students Majoring in Elementary Education, Who are Enrolled in Functional Class Piano
1969-70	37.	Mr. Robert J. Fanning	Cincinnati	Translation and Application of Original Works of Maria Montessori in Select Schools of Southwest Ohio
	38.	Sister Mary Elise Calmus	Dayton	A Study of Shifts in Teacher Attitude During the Installation of Non-graded Program (Dayton City Schools)
	39.	Miss Carolyn H. Thomes	Dayton	A Comparison of Two Methodologies of Presenting a Systems Approach for the Use of Teachers in Planning Instruction
	40.	Sister M. Canice Werner	Dayton	A Survey of the Comparable Success of the Initial Teaching Alphabet and of Traditional Orthography as a Medium for Beginning Reading Instruction in the Centerville Schools

b. SWOERC TRAINEES AND PROJECTS SPONSORED BY TITLE IV ESEA (cont'd)

1969-70 (cont'd)	41.	Duane M. Puckett	Miami	A Psychological Strategy for Ungrading Primary School Skill Content Areas
	42.	Bernard E. Qubeck*	Miami	The Development of a Teacher Assignment-Reassignment Program Between Overseas Schools and Inter-city Schools: A Teacher Selection Model
	43.	Leon Duane Tennant	Miami	Application of Two Widely Divergent Change Models from Industrial Literature To Elicit High Drive (Motivation) from Individuals
	44.	Roger E. Beck	Xavier	Progressivism in the Reading Middle School
	45.	Douglas B. Benoit	Xavier	Cognitive Development in the Pre-school Child enrolled in the Montessori Teaching Method (Did not complete the study)
	46.	Sister Mary Josephine D'Amico	Xavier	A Research Report of the 1969-70 Cincinnati Public Schools Innovative Programs: I.P.I. in Elementary Mathematics, C.A.I. in Elementary English
	47.	Peter J. Fellenz	Xavier	The Dropping of Letter Grading (i.e. Marking) and the Effects on Selected Types of Students and Materials with a Corollary on Admission Policies of Ohio Four-Year Colleges Towards the High School Applicant Who Is Ungraded and Unranked
1970-71	48.	Mrs. Mary H. Rueve	Cincinnati	Whitaker Elementary School: Stanford Achievement Test Data Analysis of Graded and Non-Graded Groups
	49.	Mr. Joseph F. Gastright	Cincinnati	Students' Attitude Toward School Consolidation
	50.	Mr. Allen J. Cawley	Dayton	A Plan For The Development of Expanded Learning Opportunities For The Dayton Public School System
	51.	Bro. Robert B. Williams	Dayton	Piaget's Theory of Thought Activity as Related to an Arithmetic Achievement Test Battery

b. SWOERC TRAINEES AND PROJECTS SUPPORTED BY TITLE IV ESEA (cont'd)

Training Year	Name	University	Title of Research Project
1970-71 (cont'd)	52. Mr. Donald E. Schmidt*	Miami	Community Stability and Community Participation in the Schools: Multiple Motivation in Dayton, Ohio
	53. Mr. W. Roger Snead	Miami	A Study of Central Office Administrative Staffing Patterns in Selected Urban School Districts
	54. Mr. Thomas A. Kessinger	Xavier	A Study Investigating the Role of Parochial Elementary School Teachers in Standardized Achievement Testing

c. Graduates. Trainees who have completed the training program and the nature of their present activities by occupational category.

1) Research Practitioner or Advanced Degree in Educational Research.
n = 25 48.2% of all trainees.

Trainee	FY	Position in 1971
a. Dr. Bernard Barbadora	66	Research Specialist Cincinnati Public Schools
b. Maryann Bresnan	68	Research Specialist Cincinnati Public Schools
c. Francene Brower	67	Research Specialist Princeton City Schools
d. Allen J. Cawley	70	Director Project Interface University of Dayton
e. Elizabeth L. Elsey	68	Research Specialist Cincinnati Public Schools
f. Dr. Robert J. Fanning	69	Ph.D. Educational Research University of Cincinnati
g. Peter J. Fellenz	69	Evaluation Specialist Project EMERGE Dayton Public Schools
h. Irene J. Fricke	68	Evaluation Specialist Cincinnati Public Schools
i. Joseph F. Gastright	70	Project Evaluator Cincinnati Public Schools
j. Mary Lou Hamant	67	Research Specialist Tipp City Schools Tipp City, Ohio
k. Thomas A. Kessinger	70	Ph.D. Educational Research University of Cincinnati
l. Michael E. Maloney	66	Ph.D. Candidate University of North Carolina
m. Dr. John Marrah	67	Educational Research Peat, Marwick, Mitchell and Co., Cleveland, Ohio

c. Graduates (cont'd) Research Practitioners or Advanced Degrees in Educational Research (cont'd)

Trainee	FY	Position in 1971
n. Maureen Breda Murphy	68	Ph.D. Student (Part-time) Educational Research The Ohio State University
o. Donald E. Myers	68	Ph.D. Candidate Nova University Melbourne, Florida
p. Dr. Nelson Noggle	67	Ph.D. Educational Research Florida State University Research Director Chicago, Illinois
q. Dr. Bernard E. Qubeck	68 69	Research Project Director Project TTT University of Miami Miami, Florida
r. Mary H. Rueve	70	Ph.D. Candidate Educational Research University of Cincinnati
s. Jean K. Rostron	68	MA. Educational Research University of Cincinnati
t. Albert Rouse, Jr.	66	Evaluation Specialist Cincinnati Public Schools
u. Donald E. Schmidt	69 70	Project Evaluator Project RAAP Centerville City Schools Centerville, Ohio Ph.D. Candidate Miami University
v. Robert G. Schult	67	Ph.D. Candidate Educational Research The Ohio State University (formerly a Research Specialist in Livonia Public Schools, Livonia, Michigan)
w. Dr. Herman Torge	67	Associate Director Southwestern Ohio Educational Research Council, Inc. Middletown, Ohio
x. Edward Vockell	67	Ph.D. Candidate Educational Research Purdue University
y. Sister M. Canice Werner	69	Research Specialist Dayton Public Schools Dayton, Ohio

c. Graduates. Trainees who have completed the training program and the nature of their present activities by occupational category. (cont'd)

2. Educational Administration and Supervision.
n = 11 20.4% of trainees are in this category

Trainee	FY	Position in 1971
a. Roger E. Beck	69	High School Principal Ross County Schools Chillicothe, Ohio
b. Douglas Benoit	69	Head Administrator Rochester Montessori School Rochester, Minnesota
c. Sister Mary Elise Caimus	69	Director of Education Archdiocese of Denver Denver, Colorado
d. Dr. William Clauss	66	Director Cuban Refugee Center Miami, Florida
e. Dr. Roger L. Coy	68	Assistant Superintendent Beavercreek Public Schools Xenia, Ohio
f. Sister M. Josephine D'Amico	69	Language Arts Coordinator Archdiocese of Cincinnati Cincinnati, Ohio
g. Blair C. Irvin	67	High School Principal Covington Exempted Village Schools Covington, Ohio
h. George Jacobs	67	Jr. High School Principal Cincinnati Public Schools Cincinnati, Ohio
i. Duane M. Puckett	69	Elementary Principal Centerville City Schools Centerville, Ohio
j. Dr. Richard C. Strickland	68	Headmaster Pirmasens American School Pirmasens, Germany APOP NY 09189
k. Leon Duane Tennant	69	Superintendent of Schools Goshen Public Schools Goshen, Ohio

c. Graduates. Trainees who have completed. . .

3) College/University Teaching and Administration.
n = 8 14.8% of all trainees are in this category

Trainee	FY	College/University
a. Thomas Clay	66	Music Education Miami University Oxford, Ohio
b. Rose Daitsman	66	Instructor Ohio College of Applied Science Cincinnati, Ohio
c. Virginia Farrell	66	Student Personnel Loyola University Chicago, Illinois
d. Donald Harness	66	Assistant Professor Educational Research University of Cincinnati Cincinnati, Ohio
e. Atarah W. Jablonsky	68	Music Education University of Cincinnati Cincinnati, Ohio
f. Lorraine Kapell	66	English Instructor Miami University Oxford, Ohio
g. Dr. W. Roger Snead	70	Associate Director Office of Minority Affairs The Ohio State University Columbus, Ohio
h. Bro. Robert W. Williams	70	Mathematics Education Bravard Junior College Hollywood, Florida

c. Graduates. Trainees who have completed...

4) Public School Teaching

n = 6 11.1% of all trainees are in this category

Trainee	FY	School District
a. John J. Bowers	66	Wayne Township Public Schools Dayton, Ohio
b. Richard Miller	66	Wyoming City Schools Cincinnati, Ohio
c. Sister Bernadette Morrison	67	Archdiocese of Cincinnati Cincinnati, Ohio
d. Dennis Ryan	67	Cleveland Public Schools Cleveland, Ohio
e. Roger Stephens	67	Cincinnati Public Schools Cincinnati, Ohio
f. Carolyn H. Thomas	69	Dayton City Schools Dayton, Ohio

5) Did Not Complete Training Program

n = 3 5.5% of all candidates are in this category

Trainee	FY	Reason
a. Thomas Hoobler	68	Completed approximately one half of program. Lost interest in said program and withdrew.
b. James J. McCullen	66	Ill Health.
c. Michael Oechsler	68	Did not complete program; problems relating to Practicum Study.

F. Practicum Training Arrangements

1. Description of the practicum training arrangements.

a. The Trainees executed a viable research study in the field setting and applied interdisciplinary concepts to the operational problems in education in the 20 public and parochial member schools of the Southwestern Ohio Educational Research Council, Inc.

Trainees engaged in studies commensurate with their ability, and appropriate to their level of educational program and degree pursued.

In the field setting each of the member schools submitted to the Council the kind of research which they deemed necessary for its system. The following criteria and framework were applied:

The field study project, if possible, should:

(1) be consistent with the interests of the Trainee and consistent with the needs of the member school(s);

(2) be in accord with the objectives of the Southwestern Ohio Educational Research Council, Inc., and the revised program objectives;

(3) be of concern, or applicable to, more than one member school;

(4) be of sufficient scope and magnitude to qualify as a research paper or field project under university regulations;

(5) be generally, of such scope and magnitude that one trainee could complete it in one academic year;

(6) extend theoretical concepts presently embodied in educational theories, concepts, or models; extend previous studies when desirable; and extend research being performed by member school districts when appropriate; and

(7) be within the Council budget and commensurate with the total resources of the Council.

Trainees were encouraged to use an interdisciplinary approach to their research. Studies completed by the Trainees reflect a wide variety of interests and methodologies.

F. 1. Description of the Training (Practicum) Arrangements (cont'd)

(a) Continued

In 1970-71, all Trainees were required to comply with the following schedule:

Begin Academic Year		October	31	Orientation tasks assigned by SWOERC; Practicum project identified, assigned, and research proposal written; Adviser and Program Director approval
Nov.	1	Dec.	31	Data gathering for practicum; intermittent obligations to SWOERC projects
Jan.	1	Feb.	28	Data processing and synthesizing; develop tables, charts, figures, etc. Review of data by Adviser and Program Director
Mar.	1	May	30	Writing for maximum clarity; drawing data supported conclusions; testing hypotheses
June	1	June	30	Submit rough draft to Adviser; submit to Program Director
July	1	July	31	Submit final typed copies (4) to SWOERC office for final clearance and endorsement
July	31	August	31	Completion of final practicum requirements, Turn-in of references, materials, etc.

b. Location:

Trainees receive their practicum assignment in one of the member schools of the Southwestern Ohio Educational Research Council, Inc. The geographic distribution of practicum sites now cover thirteen county area, having urban, suburban and rural schools.

Practicum sites may be in any public or parochial school district in the Council area, which is larger than 6 states and has a total student population greater than 20 states. In this educational research setting, there are approximately 66,477 Negroes, 70 Indians, 295 Orientals, 173 Spanish surnamed persons, and the remainder Caucasian. In short, the Council area provides a setting of diverse educational variables, which proved valuable in the educational research

F. 1. Description of the Practicum Training Arrangements (cont'd)

b. Location (cont'd):

training experiences of Office of Education Trainees.

The results of the completed research were disseminated by the Council to all member school districts and to non-member school districts upon request.

c. Facilities:

In addition to the facilities of the public and parochial schools, each participating university provided a study area as well as a research repository of material and machines which were available directly to the trainee. The important point is that the trainee had both a field work station and an on-campus work station. The Trainee received supervision at the university and the field Professional personnel coordinated the total supervisory efforts to eliminate gaps in the Trainee's program.

2. Project Director's evaluation of 1970-71 practicum training arrangements.

Pos tive elements:

(1) Practicum projects were appropriate for the capabilities of trainees selected;

(2) Each practicum project was completed in a "field" setting as a result of cooperation of school personnel, the university representative, and the program director;

(3) Trainee's projects were conducted in systems where the projects were regarded as important by both the Trainee and school district officials;

(4) Quality of Trainee performance is sufficient to attract requests of school systems in Southwest Ohio for their service with a view to subsequent employment;

(5) The trainee became acquainted with a school system with regard to those elements which have a direct or indirect bearing upon his research. This experience would range from a proposal before a board of education to arranging a conference with a classroom teacher or student for the collection of specific data;

(6) As a result of the training program, participating universities have developed their professional staff in educational research, and experienced an increase in interdepartmental cooperation;

Positive Elements (cont'd)

(7) Trainees were carefully selected by the Council Board of Directors and professional staff of the Council and member universities.

Negative elements:

(1) Until FY69 when the program provided for doctoral level programs, trainees receiving their M.A. degrees are inclined to pursue a doctoral degree rather than re-enter their profession and active field service. While reasonable success was visible, success was not evident by their becoming active field researchers. This may be viewed as a positive as well as a negative element, depending upon the objectives of the training program.

(2) Travel between the universities, the practicum settings, and the Council office is time-consuming.

(3) Limited number of trainees. The initial conception of this training program was to have a continuous increase in the number of trainees in order to promote more effectively and efficiently (a) reassignment of staff personnel at participating universities to meet and accomodate the growing need for enrollees; (b) the justification of initial establishment of course offerings, and (c) to make possible the training of a wider range of competencies in research specialities; e.g., testing, evaluation, and pilot program design. Unfortunately, funding levels did not permit an escalation of the number of trainees.

G. Academic Calendar

1. Academic Calendar for the 1970-71 School year and 1971 Summer Period:

UNIVERSITY	SCHOOL YEAR 1970-71	SUMMER 1971
*Cincinnati	Quarter:	
	Autumn - Oct. 1-Dec. 13	1st term - June 21-July 13
	Winter - Jan. 6-Mar. 17	2nd term - July 14-Aug. 6
	Spring - Mar. 25-May 28	3rd term - Aug. 9-Aug. 31
**Dayton	Trimester:	Trimester: Third
	First - Aug. 31-Dec. 19	2nd term - June 21-July 22
	Second - Jan. 5-Apr. 23	3rd term - July 26-Aug. 27
	Third:	
	1st term - May 3-June 11	

G. Academic Calendar 1. (cont'd)

UNIVERSITY	SCHOOL YEAR 1970-71	SUMMER 1971
*Miami	Quarter:	
	Fall Sept. 22-Dec. 11	1st term - June 21-July 23
	Winter - Jan. 6-Mar. 19	2nd term - July 26-Aug. 27
	Spring - Mar. 29-June 11	
**Xavier	Semester:	
	First - Sept. 23-Jan. 23	1st term - June 21-July 30
	Second - Feb. 3-May 25	2nd term - Aug. 2-Sept. 3

*Public University
**Private University

2. The above Academic Calendar, which is typical of the academic calendars for all program years, indicates the planning, coordination, and administrative problems related to the operation of an educational research training program in four diverse institutions having a combined enrollment of approximately 61,000. The combined size of these universities is comparable to any of the major universities in the nation.

H. Evaluation of 1970-71 Training Year in terms of Revised Objectives (refer to Pages 1 and 2)

1. All Trainees successfully completed their course work at the Universities, indicating their acquiring an understanding of basic research methodology.

2. All trainees demonstrated an achievement of this objective by completing an acceptable field study.

3. All trainees learned to adapt research strategies to field problems as revealed through their research designs and conferences with the Program Director.

4. All trainess are employed in active field research roles or are completing doctoral programs in educational research.

In summary, all trainees achieved the revised Program Objectives for 1970-71 Training Year.

I. Overall Evaluation of the Educational Research Training Program

Upon the completion of a five-year training program funded by the United States Office of Education, all educational research trainees are engaged in active educational roles. Approximately 48 percent are active practitioners in educational research or are pursuing doctoral degrees in educational research. Fifteen percent of the trainees have already completed a doctoral degree in ed-

ucational research with approximately the same percentage actively pursuing a doctorate. Also, several trainees have demonstrated leadership in educational administration and supervision, where approximately 20 percent are functioning in key roles in the public and parochial schools of the United States and American schools overseas. Almost 15 percent of the trainees have assumed responsible positions at the college and university level of teaching and administration and approximately 11 percent of the trainees are teaching at the high school level. Since only 3 candidates originally selected did not complete the training program, 95 percent of all candidates successfully completed the training program.

Current trainees (FY70) have completed significant research in many areas. For example, Allen J. Cawley investigated expanded learning opportunities for 58,000 public school students in the City of Dayton, Ohio. As a result of his study, Project Interface was created by the trainee, received funding from Dayton based corporations and is sanctioned by the University of Dayton.

Joseph Gastright, another 1970 trainee, conducted research in the Princeton City School District to ascertain students' attitudes toward school consolidation. The Princeton School District, located in suburban Cincinnati, received national attention because of a massive school consolidation of the all-black Lincoln Heights School District into this all-white suburban school district. Gastright, now an active researcher with the Cincinnati Public Schools, plans to present his findings at the forthcoming meeting of the American Educational Research Association. Mary Rueve assisted with the Princeton research and made a separate study of the achievements of non-graded vs graded elementary students in the Finneytown Schools.

W. Roger Snead used USOE assistance to study central office administrative staffing patterns in all of the major cities of Ohio. Completing his Ph.D. degree at Miami University, Dr. Snead became the Associate Director of Urban Affairs at The Ohio State University.

Brother Robert Williams' study, Piaget's Theory of Thought Activity as Related to an Arithmetic Achievement Test Battery introduced him to Dr. Piaget, Dr. Inhelder and other associates of the famous professor of the Ecole de Psychologie et des Sciences de l' Education.

Donald E. Schmidt completed studies related to the Multiple Motivation project in Dayton, Ohio, where a combination of code enforcement and educational excellence were combined to stop outward migration of whites from the Dayton View area in the central city.

Thomas Kessinger investigated the role of parochial school teachers in standardized achievement testing. His study suggests improvements in the use of standardized testing programs that could have an impact upon approximately 80,000 parochial students in the 19 county area of the Archdiocese of Cincinnati.

All of the FY70 trainees were engaged in timely studies of significant interest to them and the member school districts and universities.

Former trainees (FY66-69) also have completed some significant studies. Their studies reflect the needs of educators for timely, useful information. These studies dealt with school district organization problems, team teaching,

non-grading, flexible scheduling, and balancing the curriculum. A significant study in which there has been a good deal of continued interest was a study of The Year Round School completed by Dr. Herman Torge (FY67). Other studies completed by OE trainees have dealt with specialized interests in educational television, data processing, professional negotiations, classroom discipline, achievement, personality traits, teaching methods in specialized fields such as mathematics and music, and a translation and application of the original works of Maria Montessori. Trainees from four diverse universities completed significant research studies, which stimulated a good deal of interest when they were disseminated.

In addition to the high percentage of trainees completing timely research studies, another dimension of the training program which deserves illumination is the development of the professional staffs in educational research at the four member universities and member school districts. Supporting the educational research training program has resulted in each university developing not only its professional staff in educational research but also developing new lines of communication among its departments at each university, among the participating universities, and among the universities and public and parochial school systems.

J. Summary and Conclusions

In summary, the Educational Research Training Center sponsored by the Southwestern Ohio Educational Research Council, Inc., and funded by the National Center for Educational Research and Development of the United States Office of Education, has trained 54 professional educators in a period of five years. This training center employed a unique consortium of four universities and 20 public and parochial school districts to accomplish research needed by the member institutions and train valuable research personnel for the member school districts and universities. Trainees, representing both masters and doctoral degree students, conducted research in a 13 county Council area of Ohio, an area larger than 6 states and having a student population of more than 20 states.

Although there were some management problems related to the administration and supervision of this five-year training program, the trainees achieved the revised program objectives; the school systems having over 615,000 students benefitted from the research and trained personnel; and the universities developed professional staffs in educational research and created new cooperative relationships among their internal departments, among the participating universities, and among the universities and public and parochial school systems.

The Board of Directors of the Southwestern Ohio Educational Research Council, Inc., the university representatives, officials of local education agencies, and the professional staff of the Council have demonstrated a commitment to and confidence in this unique training concept by their funding this program in the form of dues that ranged from $200.00 to $5,000.00 per member.

For the past five years the major thrust of the Council has been directed toward the operation of this Educational Research Training Center. The United States Office of Education has shown an equal commitment to this concept for a five-year period from 1966-71.

J. Summary and Conclusions (continued)

The combined efforts of these diverse agencies have produced a unique training program in educational research. This program has provided an essential stimulus to educational research and perhaps created new relationships that will have an enduring effect upon the educational process in Southwestern Ohio.

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9/17/71